

The Comparative Analysis and Empirical Research on the Professional Competence Standards for International Chinese Language Teachers

Sha Tao¹ and Xiaofei Ren²

¹Huachiew Chalermprakiet University, Thailand, Jiangsu University, China

² School of Liberal Arts, Jiangsu University, China

Corresponding Author, E-mail: sarah.ujis@qq.com

Abstract

The objectives of this research were to investigate the development and changes of the "Professional Competency Standards for International Chinese Language Teachers" (T/ISCLT 001-2022) (New Standards) released by the International Society for Chinese Language Teaching (ISCLT) in August 2022. This research aimed to analyze the characteristics, impacts, and underlying issues presented by the new standards. Additionally, the study sought to provide recommendations for further research in this area. The population for this study consisted of international Chinese language teachers. A sample of 117 teachers was selected using a purposive sampling technique to ensure representation and relevance. The research instruments used in this study included comparative analysis, questionnaire surveys, and data analysis using SPSS 26 software which were employed to gather and interpret the findings effectively.

It was concluded that the "New Standard" has demonstrated a positive impact on promoting the development of international Chinese language education. However, there are also issues that need to be addressed, such as the immature certification norms. Therefore, further exploration and improvement of the application mechanism of the "New Standard" are necessary in future research and practice, providing valuable references and suggestions for the further enhancement of subsequent standards and the improvement of teaching practices.

Keywords: International Chinese Language Teachers; New Standards; Professional

Introduction

In the process of advancing high-quality development in international Chinese language education, standard construction undoubtedly plays a crucial supporting and guiding role. Over the past 30 years, China has released a series of standards for international Chinese language teachers. In 1990, China first issued, the "Methods for the Examination and Approval of Qualifications for Teachers of Chinese as a Foreign Language," which stipulated teacher qualifications in terms of academic background, knowledge structure, and ability structure. In 2004, the Ministry of Education released the "Measures for the Assessment of Teaching Ability in Chinese as a Foreign Language," dividing the qualification standards for teachers of Chinese as a foreign language into three levels: beginner, intermediate, and advanced. In 2007, the "International Chinese Language Teacher Standards" were released by the former Hanban (Confucius Institute Headquarters), detailing the knowledge, abilities, and quality levels that international Chinese language teachers should possess. In 2012, the former Hanban/Confucius Institute Headquarters further revised the "International Chinese Language Teacher Standards," outlining the quality requirements for international Chinese language teachers in

five areas: fundamental Chinese language teaching, Chinese language teaching methods, teaching organization and classroom management, Chinese culture and cross-cultural communication, and professional ethics and professional development, enhancing practicality, operability, and effectiveness. In 2022, responding to the development and international demand of international Chinese language education in the new era, and in accordance with the "Education Law of the People's Republic of China" and the "Teacher Law of the People's Republic of China," and drawing on domestic and international standards, syllabuses, and teacher standards for Chinese language education, combined with the characteristics of international Chinese language education, the Center for Language Education and Cooperation, Ministry of Education, jointly formulated the "Professional Competence Standards for International Chinese Language Teachers" (T/ISCLT001-2022) (referred to as the "New Standards") with 27 universities, social organizations, and enterprises from 13 countries. The "New Standards" serve as a guideline for standardizing the cultivation, training, ability evaluation, and certification of international Chinese language teachers, as well as their professional development. They are of great significance for accelerating the construction of the international Chinese language education standard system and promoting the high-quality development of international Chinese language education. The "New Standards" mark the birth of the first group standard in the field of international Chinese language education.

The release of the "New Standards" has swiftly garnered widespread attention from the industry and sparked enthusiasm among academics for conducting in-depth research from various dimensions. Ye Jun (2023) provides an insightful interpretation of how the "New Standards" can facilitate teachers' professional development, starting from the functional positioning of teacher standards. Zhang Xinsheng (2023), combining the current situation of international Chinese language education with the demand for simultaneous qualitative and quantitative development, believes that the implementation of the "New Standards" and the establishment and application of the certification system face challenges. Liu Shanshan (2024) focuses on the changes in the "New Standards" and explores the impact of these changes on the training of pre-service international Chinese language teachers. Ding Anqi (2024) discusses how to promote the professional development of Chinese language teachers based on the "New Standards" and introduces the IMPG model to construct a "learn-apply-reflect" development path.

The emergence of the "New Standards" has undoubtedly injected new impetus and a clear direction into the high-quality development of international Chinese language education. However, as Zhang Xinsheng (2023) points out, the implementation of the "New Standards" still faces challenges, necessitating deep interpretation and validation of the standards. In light of this, this article primarily explores two issues: one is the development, characteristics, and impact of the "New Standards"; the other is, taking the dimension of "teaching implementation" as an example, to explore whether the certification specifications of the "New Standards" can reflect the required abilities. Through in-depth interpretation and empirical analysis, this article aims to better reveal the application potential and limitations of the "New Standards" in the practice of international Chinese language education, hoping to provide references for subsequent standard improvement and teaching enhancement.

Research Objectives

- 1. Conduct a thorough analysis of the overall changes in the "New Standards," comprehensively examining the adjustments in its connotation, structure, and framework compared to previous standards, in order to reveal the breadth and depth of its modifications.
- 2. Analyze content innovations within the "New Standards," including newly content points, revisions, and deletions, to evaluate the progressiveness and practicality of its material.
- 3. Explore the core characteristics of the "New Standards," including its teaching philosophy and emphasized competencies, to understand its fundamental nature and direction.
- 4. Investigate the impact and underlying issues of the "New Standards", using "teaching implementation" as an entry point to empirically assess whether the certification criteria effectively reflect the professional competencies required of Chinese language teachers, offering valuable insights and recommendations for the refinement of future standards and the enhancement of teaching practices.

Research Methodology

This study utilizes a mixed-methods approach, combining qualitative and quantitative analyses, to conduct a comprehensive examination of the "New Standards". It interprets the development and evolution of the New Standards through comparative analysis; their characteristics and impacts are summarized. Concurrently, an empirical investigation into the dimension of "teaching implementation" is conducted via a questionnaire survey. The survey is theoretically grounded in the "New Standards," and its design is based on the indicator dimensions outlined in the certification norms. It focuses explicitly on international Chinese language teachers with practical experience in teaching Chinese abroad, targeting a specific group widely distributed across various educational institutions and sectors—Chinese universities, international schools, foreign universities, primary and secondary schools, Confucius Institutes, as well as training institutions and online education platforms. This distribution ensures a diverse and representative sample. The collected data were analyzed using SPSS 26 software.

Research Conceptual Framework

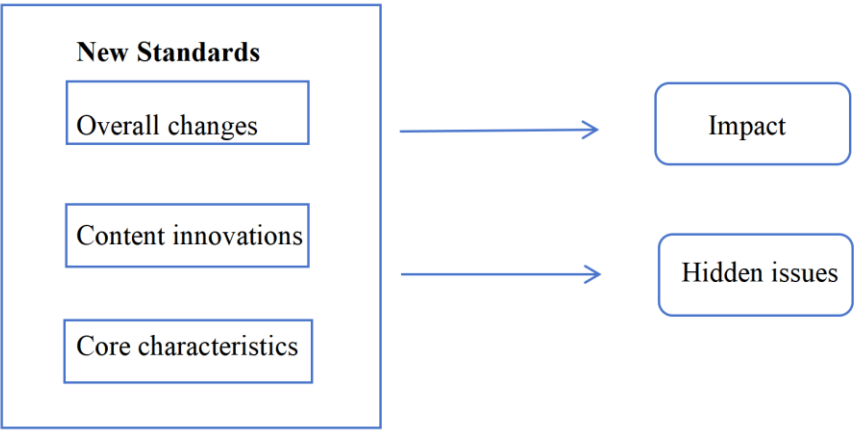


Figure1 Research Conceptual Framework

Results

1. The "New Standards" Overall Changes: Connotative Development and Professional Transformation

The transition from "Hanyu" to "Zhongwen" in the name of the "New Standards" reflects the connotative development of international Chinese education. The term "Zhongwen" is more inclusive than "Hanyu," as it not only refers to the language itself but also encompasses the rich cultural connotations of China. The shift from "Hanyu" teaching to "Zhongwen" education signifies that the focus is no longer solely on cultivating language skills; it also places greater emphasis on developing thinking patterns, cultural values, and intercultural communication abilities that underlie the language. The term "Zhongwen" covers all contexts where the Chinese language is used, demonstrating a broader and more inclusive scope, which aligns with the needs of international Chinese education as it advances towards globalization and internationalization. The use of "Zhongwen" also stimulates interdisciplinary integration of Chinese with other subjects and fosters the development of interdisciplinary and composite talents.

The transition from "Teacher Standards" to "Professional Competency Standards for Teachers" (PCSFT) highlights the emphasis on professional attributes and the pursuit of professional development. This shift is evident in the framework, where both the old and new standards adopt a three-tier indicator system, with the primary indicators divided into five major domains. The content within these five domains, however, has undergone significant reorganization and optimization. For more details, see Table 1.

Table 1 Comparison of Two Standard Frameworks

The 2012 edition of the Standard for International Chinese Language Teachers	The 2022 edition of the new standard "Professional Competence Standards for International Chinese Teachers"
Fundamentals of Chinese Language Teaching	Professional philosophy
Chinese teaching methods	professional knowledge
Teaching organization and classroom management	Professional skills
Chinese Culture and Cross cultural Communication	Professional Practice
Professional ethics and professional development	Professional development

The 2012 version of the standards, hereinafter referred to as the "Old Standards," encompassed five key aspects: Fundamentals of Chinese Language Teaching, Chinese Language Teaching Methods, Teaching Organization and Classroom Management, Chinese Culture and Intercultural Communication, and Professional Ethics and Professional

Development. These aspects were further elaborated into 21 secondary indicators and 58 tertiary indicators. In contrast, the "New Standards" comprise five aspects with substantial qualitative changes, focusing explicitly on professional competencies: Professional Philosophy, Professional Knowledge, Professional Skills, Professional Practice, and Professional Development. The secondary indicators have been streamlined to 16, while the tertiary indicators have increased to 73. The framework of the new standards is centered on five core professional competencies; the 16 secondary indicators are arranged circularly to visually represent the relationships and proportional distributions among different indicators, thus emphasizing the holistic and comprehensive nature of the standards (see Figure 2 for details).



Figure 2 Structure of Professional Competence of International Chinese Teachers

2.The Innovation of the New Standards: Deepening the Framework and Enhancing Guidance and Practicability

2.1 Professional philosophy

Compared to the "Old Standards," the "New Standards" have made several important adjustments and additions in terms of professional philosophy. These changes not only reflect a deep understanding of the uniqueness of international Chinese language education but also further emphasize teachers' professional ethics and development. The deletion of the secondary indicator regarding "possessing good psychological qualities" suggests that in the new standards, psychological qualities are considered part of teachers' basic qualities rather than being emphasized as a specific requirement of professional ethics. These changes reflect the integration and optimization of the comprehensive quality requirements for teachers.

Secondly, the addition of descriptions about understanding and abiding by the relevant policies, regulations, rules, and systems of the country, region, and school district where they teach is an important supplement to the role of international Chinese language teachers in the new environment. It requires teachers to possess professional knowledge and also be familiar with and respect the laws and norms of the country or region where they are

located, ensuring the legitimacy and adaptability of teaching activities. Particularly importantly, this addition of "professional beliefs" as a secondary indicator explicitly requires teachers to understand the uniqueness and professionalism of international Chinese language education and recognize its professional value. This requirement reflects a profound understanding of the identity and mission of international Chinese language education and emphasizes that teachers, while disseminating the Chinese language and culture, are also bridges for promoting cross-cultural exchange and understanding.

At the same time, the new standards also emphasize "respecting learners and the cultural traditions and social realities of the country and region where they teach," which is the cornerstone for international Chinese language education to penetrate deeply into the local context and achieve effective communication. It requires that teachers possess cross-cultural awareness and sensitivity, enabling them to conduct teaching activities based on respect and understanding, thereby establishing positive connections with learners and their communities and promoting deeper cultural exchange and integration.

2.2 Professional knowledge

The adjustments and reconstructions in professional knowledge in the "New Standards" reflect the latest concepts and development trends in the field of international Chinese language education, emphasizing the systematic nature, practicality, and student-centered teaching principles of knowledge. Firstly, professional knowledge is divided into four major sections: educational knowledge, Chinese language and linguistics knowledge, knowledge of Chinese culture and the situation in China, and second language acquisition knowledge. This structural change demonstrates the comprehensive requirements of the "New Standards" for the overall quality of international Chinese language teachers. In particular, the newly added "educational knowledge" branch emphasizes the importance of theoretical foundations in education, psychology, cognitive science, and learning science, requiring teachers to apply this theoretical knowledge to analyze and solve practical teaching problems, reflecting the philosophy that theory and practice should be combined.

Secondly, deleting the secondary indicator "Chinese communication ability" suggests that in the new standards, this ability is now seen as an aspect of teachers' basic language skills rather than a key component of professional knowledge, indicating an optimization of the structure of teachers' professional skills. The "New Standards" retain and refine areas such as the fundamentals of Chinese language teaching and second language acquisition knowledge, while also increasing attention to individual differences among learners and those of different age groups. This approach reflects the student-centered teaching philosophy, emphasizing that teachers should tailor their strategies and address specific teaching challenges based on the characteristics and needs of learners.

Lastly, the New Standards integrate what were previously separate categories "Chinese culture" and "the situation in China"—from the old standards, omitting some specific content. They now emphasize an introduction to Chinese cultural knowledge and the current state of affairs in China, requiring teachers to understand both ancient and modern culture with an adaptable mindset. This shift illustrates a new direction in the cultural transmission aspect of international Chinese language education, moving from a focus on teaching cultural values to a broader dissemination of cultural knowledge and education about contemporary China. It encourages teachers to foster an understanding of cultural diversity and development in students, promoting an open and inclusive mindset.

2.3 Professional Skills

The adjustments and expansions in professional skills outlined in the "New Standards" clearly demonstrate the evolving expectations and requirements for teachers in the field of international Chinese language education, particularly regarding teaching methods, technology application, and the cultivation of intercultural communication skills. Firstly, the guidelines for teaching Chinese language elements and skills have become more specific, emphasizing a transformation in the teacher's role from a traditional knowledge instructor to an organizer and guide of learning activities. The newly added requirement to cultivate learners' "ability to recognize, write, and electronically input Chinese characters" underscores the centrality of Chinese character instruction in international Chinese language education and reflects the importance of integrating modern technology with traditional teaching methods.

Secondly, the "New Standards" have made significant adjustments to the "intercultural communication" skills section. The removal of specific language proficiency requirements and the focus on "selecting appropriate teaching language" relax restrictions on teachers' language proficiency and provide space for a more diverse development of the teaching staff in international Chinese language education. Additionally, the newly added emphasis on cultivating learners' "awareness of cultural equality and cultural understanding ability," as well as their "adaptation to different cultural environments," further highlights the depth and breadth of intercultural communication education. This requires teachers to guide students in learning to communicate and interact within diverse cultures.

Lastly, in the area of "educational technology," the "New Standards" have substantially increased the relevant content, expanding from two previous descriptions to seven. This change reflects the impact and demands of the information age on international Chinese language education. The newly added descriptions regarding information awareness, teaching resources, and teaching methods, especially the requirement for "utilizing online platforms to conduct online and blended Chinese language teaching and management," address the practical needs of online teaching during the pandemic and signal future innovations and transformations in teaching modes within international Chinese language education. Furthermore, the "New Standards" propose localization and professionalization in resource development, underscoring the pivotal role of educational technology in fostering the high-quality development of international Chinese language education and encouraging teachers to evolve from technical proficiency towards a more wisdom-oriented approach.

2.4 Professional Practice

The adjustments and expansions in professional practice within the "New Standards" significantly reflect the learner-centered teaching philosophy and set higher requirements for the professional capabilities of international Chinese language teachers, particularly in the selection and development of teaching resources. Firstly, compared to the "Old Standards," the "New Standards" place greater emphasis on conducting teaching activities and management from the learners' perspective. This change underscores the new teaching paradigm advocated in the era of international Chinese language education, which requires teachers to fully understand their subjects, including their cultural backgrounds, learning experiences, motivations, age characteristics, and learning styles. It also calls for the creation of learner-centered classroom activities, management, assessment, and feedback mechanisms based on this understanding, thereby enhancing teaching effectiveness and promoting the overall development of learners.

Secondly, in the area of "selection of teaching resources," the "New Standards" have introduced the criterion of "being able to develop new Chinese language teaching resources." This addition not only underscores the importance of teachers' initiative and creativity in selecting resources but also reflects a focus on the high-quality development of international Chinese language teaching materials. It demands that international Chinese language teachers possess the ability to select and utilize existing teaching resources and to develop new, targeted resources based on teaching needs and learner characteristics. This is aimed at enriching teaching content and enhancing teaching effectiveness.

2.5 Professional Development

The adjustments and expansions in the "New Standards" regarding professional development underscore a significant emphasis on the continuous growth and progress of teachers, particularly in the areas of teaching reflection and professional development planning. Firstly, the "New Standards" set higher benchmarks for teachers' professional development compared to the "Old Standards." They require not only reflective capabilities but also stress the importance of self-assessment and the practical application of reflection in teaching. This shift reflects a dynamic view of professional growth, viewing it as an ongoing process of reflection, assessment, and improvement, rather than a single training event. Through these processes, teachers can gain a deeper understanding of their teaching practices, pinpoint issues and areas for improvement, and thus, enhance teaching quality.

Secondly, regarding professional development planning, the "New Standards" advocate that teachers should have "basic educational action research capabilities" to foster their sustainable professional development. This stipulation highlights the autonomy and practicality necessary for teachers to develop professionally, encouraging them to set long-term career goals and integrate theoretical knowledge with practical application. By engaging in action research, teachers are prompted to explore and refine teaching methods continuously, leading to personal growth and sustainable development.

Furthermore, the "New Standards" have introduced a detailed evaluation index system that comprises 5 primary indicators and 16 secondary indicators. Based on these indices, the "Standards for the Classification and Recognition of Professional Competencies of International Chinese Language Teachers" (hereinafter referred to as the "Recognition Standards") have been established. These standards categorize abilities into three tiers: basic, intermediate, and advanced. This framework offers a comprehensive and specific assessment tool for evaluating the professional competencies of international Chinese language teachers. Its development not only indicates a profound understanding and detailed categorization of these competencies but also signifies a notable increase in the guidance and applicability of the "New Standards."

3. Core characteristics of the New Standard: Keeping Pace with the Times

3.1 Emphasizing the Learner-Centered Approach

The "New Standard" frequently emphasizes the term "learner," underscoring a respect for the diverse development patterns of learners and the principles of Chinese language learning. It advocates for the provision of international Chinese education content and formats that are tailored to the unique characteristics of learners, thereby fully engaging their enthusiasm for learning. This approach not only assists learners in achieving their language learning objectives but also supports the cultivation of higher-order thinking skills. The target audience for international Chinese education is highly diverse in terms of learning backgrounds and cultural contexts. There is a strong emphasis on classroom interaction and an equitable

relationship between teachers and students. Consequently, the traditional teacher-centered Chinese teaching model requires urgent adjustment and refinement to align with contemporary educational practices.

Being "learner-centered" involves creating optimal conditions for students, aligning with the developmental laws of their physical and mental growth, and fostering their overall development. This necessitates a shift in educational philosophy for international Chinese language teachers. They must adopt a learner-centered mindset, prioritize the needs of learners, and have the capability to establish a conducive language learning environment.

3.2 Emphasizing Teachers' Lifelong Learning

The "New Standards" underscore the importance of teachers' lifelong learning and their awareness and ability for continuous professional development. They require teachers to study theories related to international Chinese education, understand its developmental overview, and enhance their professional qualities to achieve sustained growth. The standards frequently emphasize the need for teachers to be able to describe, analyze, explain, compare, and improve, and to possess a sense of innovation and the ability to develop. These requirements call for teachers not only to have relevant knowledge but also to apply it flexibly in teaching practice. The complexity of international Chinese teaching situations and the advancement of the "Chinese+" program demand even higher standards from international Chinese teachers. The International Commission for Education in the 21st Century further pointed out in its UNESCO report that "lifelong learning is the passport for people in the 21st century." Lifelong learning encompasses "learning to learn, learning to do, learning to live together, and learning to be." International Chinese teachers should become experts in learning, evolving from passive to active learners, transitioning from short-term to lifelong engagement, and moving from instrumental to reflective learning.

This transformation requires teachers to maintain proactive enthusiasm and initiative, continuously updating their professional knowledge, teaching skills, and abilities. They must also adjust their educational philosophy and teaching concepts to keep pace with the times and stay current with new trends in their field.

3.3 Highlighting Teachers' Information Literacy

The "New Standards" prioritize "educational technology" alongside "classroom organization and management," highlighting its importance with a total of seven specific items. The rapid development of modern information technology has led to a new trend: the integration of internet-supported information technology with international Chinese education. Especially during the special circumstances of the COVID-19 pandemic, much of the international Chinese teaching has transitioned to online platforms. In this context, the construction of online teaching resources has advanced swiftly, and an endless array of learning projects based on the "Internet + International Chinese Education" model has emerged. The development system for online platforms in international Chinese education is progressively taking form. For instance, the "Chinese Alliance" cloud service platform has aggregated over 340 courses and more than 16,000 lessons from over 400 institutions. This aggregation is progressively achieving interconnectivity between platforms at various levels, ensuring data interoperability and fostering application collaboration, thereby forming a developmental pattern known as "Internet + International Chinese Education."

In this information-driven educational landscape, international Chinese teachers are required to have strong information literacy. This literacy enables them to adapt to the changes of the information age and to contribute to the accelerated and enhanced development of international Chinese education.

3.4 Actively Aligning with International Standards

A significant feature of the "New Standards" development is the proactive alignment with international benchmarks. In its formulation, the "New Standards" drew references from a variety of sources, including primary and secondary school teacher standards, foreign language teacher standards, and Chinese language teacher standards from around the world. The referenced documents encompass national standards such as the "Standards for Teachers in Primary and Secondary Schools in England," issued by the UK Department for Education. Additionally, the "New Standards" consider teacher standards from industry associations like the National Board for Professional Teaching Standards and the American Board for Certification of Teacher Excellence, as well as organizations that support different stages of teachers' professional development, including the Interstate New Teacher Assessment and Support Consortium.

Furthermore, the "New Standards" have taken into account foreign language teacher standards from associations like TESOL Australia and educational institutions such as the Goethe-Institut, the Cervantes Institute, and Cambridge English. By integrating these diverse standards and best practices, the "New Standards" aim to be globally applicable and adaptable, reflecting a rich tapestry of educational experiences and expertise from various countries.

4. The Impact and Hidden Issues of the New Standards

The "New Standards" have only recently been introduced, and their practical application is yet to be fully evaluated. While we won't delve into their implementation effects here, we can anticipate potential positive impacts and identify possible underlying issues based on the standards themselves.

4.1 Positive Impacts of the "New Standards"

The "New Standards" have had a positive influence from the standpoint of the two main participants in education: teachers and students. Firstly, they foster ongoing professional development among educators. Following the "New Standards" implementation, a significant number of teachers and teacher education institutions will engage in the certification process. With these standards as a goal and benchmark, teachers are encouraged to pursue their professional growth, update their educational philosophies, enhance their teaching skills, and thereby elevate the quality of instruction. The "New Standards" serve as a guiding beacon for teachers' constant self-improvement and development. Certified teachers, in turn, will bolster the field's advancement and the certification of peers.

Secondly, the "New Standards" are conducive to enhancing students' academic performance. As the standards influence teachers, they, in turn, impact students. The student-centered approach promoted by the "New Standards" will inspire teachers to cater more effectively to students' needs, ignite their passion for learning, and foster their comprehensive educational growth. In essence, the interplay among the standards, teachers, and students fosters a cycle of mutual reinforcement and collaborative advancement.

4.2 Hidden Issues of the "New Standards"

Firstly, the hierarchical division of professional ability assessment in the "New Standards" appears somewhat simplistic. Although the "Assessment Criteria" categorize

professional ability into three levels—Junior, Intermediate, and Advanced—this division may be overly broad. It does not fully account for the varying professional ability standards required for international Chinese teachers at different stages of their development. Factors such as teaching experience, language proficiency, and educational background imply that evaluating and certifying teachers' abilities cannot be uniformly measured and compared using the same criteria.

Secondly, the "New Standards" have not yet formed a complete system. They remain general and do not offer specific criteria for teachers at different developmental stages or for teaching diverse student groups. However, establishing teacher standards is a complex and multifaceted issue. It necessitates consideration of the needs at various educational stages and for different teaching populations, providing clear guidance and support for teachers' professional development and abilities throughout their careers.

The third issue is that the "Assessment Criteria" are not yet a mature scale. For instance, when examining "teaching implementation" within the professional practice module, the assessment standards only cover two dimensions. They fail to fully capture the unique aspects of "teaching implementation" in international Chinese education, specifically the ability to teach across cultures. This ability sets international Chinese teachers apart from others and is the most critical factor influencing the quality of classroom instruction. Consequently, the current descriptions of assessment indicators do not accurately reflect this particular capability requirement. This paper will conduct empirical research, using "teaching implementation" as an example, to verify this assertion.

Based on the "Assessment Criteria" description of "teaching implementation," two main indicators are established: classroom teaching and classroom organization and management. These indicators are further divided into four dimensions: teaching methods and strategies, teaching expression ability, information technology ability, and classroom organization and management. Specifically, teaching methods and strategies involve setting up teaching scenarios, creating a learning atmosphere, adopting appropriate teaching methods, and completing classroom instruction. Teaching expression ability encompasses the use of teaching language, content delivery, blackboard presentation, and interactive communication skills. Information technology ability includes the utilization of IT media, platforms, and the collection of teaching resources. Classroom organization and management focuses on the effective integration of these elements.

Using the descriptions in the "Assessment Criteria," a scale was developed, and respondents' answers were evaluated using the Likert five-point scoring method. The questionnaire was then distributed among international Chinese language teachers, yielding a total of 117 collected questionnaires. Invalid questionnaires, such as those with excessively short response times, inconsistent responses, regular patterns, or incorrect validation answers, were excluded. This process resulted in 90 valid questionnaires, achieving an effective recovery rate of 76.9%. The SPSS 26 software was utilized to perform KMO and Bartlett's Test of Sphericity on the scale to assess its suitability for factor analysis. The KMO value for the teaching implementation ability questionnaire was 0.872, indicating that the sample data was highly suitable for factor analysis. Moreover, Bartlett's Test's significance level was extremely close to 0, indicating strong significance and further supporting the scale's suitability for factor analysis.

After confirming the suitability of this scale for factor analysis, an exploratory factor analysis was conducted. Elements were extracted using the principal component analysis method, which resulted in four factors being identified. Further analysis of the data was then performed using the rotated component matrix.

Upon examination, it was found that the factor distribution within the rotated component matrix was unclear, with numerous instances of cross-loadings. This lack of clarity suggests that the dimensions established during scale development may not have been sufficiently distinct and well-defined. Additionally, it was observed that many data points had factor loadings below 0.5, while data points with loadings above 0.6 were relatively few. Based on the distribution observed in the component matrix data, the scale did not effectively explain the relationship between the items and teaching implementation. Consequently, the scale's validity is considered to be insufficient, as it cannot accurately reflect the abilities involved in teaching implementation. This indicates that further revision and refinement of the scale are necessary to ensure it can more precisely assess these abilities.

Discussion

The research results of this paper indicate that, compared with previous standards, the "New Standard" has undergone extensive revisions regarding content, structure, and framework. These changes reflect a comprehensive reform aimed at actively addressing the emerging needs and challenges in international Chinese language education. As Liu Shanshan (2024) summarized, the overall characteristics of the changes in the "New Standard" are internationalization, professionalization, and standardization. This reform demonstrates the "New Standard's" determination and action in promoting international Chinese language education.

The "New Standard" shows significant content innovation and provides guidance, with adjustments in newly added content points, revised content, and deletions that demonstrate a forward-looking approach. Committed to improving teaching quality and supporting the professional development of international Chinese language teachers, it offers a methodology for future educational practices. Ye Jun (2023) suggests that teachers can leverage the standard's function in guiding educational and teaching activities by aligning their teaching activities with the standard's requirements. Teacher education institutions can also use the standard to regulate teacher training and evaluation content, offering direction and a basis for various types of teacher training. Moreover, teachers themselves should develop reasonable career plans based on the standard to foster personal professional growth and long-term development.

The core characteristics of the "New Standard" reflect a spirit of keeping pace with the times. Whether it is the "student-centered" educational philosophy or the concept of lifelong learning, these characteristics are in line with the development trends and requirements of international Chinese language education, providing a strong guarantee for its high-quality development.

The research also reveals that while the "New Standard" positively impacts the development of international Chinese language education, it has hidden issues. For instance, the certification norms in the dimension of "teaching implementation" are not mature scales and cannot accurately reflect teaching implementation capabilities. Feng Liping (2023) suggests that reflecting the hierarchy of dimensions and indicators in the "New Standard" is

crucial for aligning it with teacher standards in different countries. Therefore, future research and practice must further explore and improve the application mechanism of the "New Standard" to ensure it better serves the development of international Chinese language education.

Suggestion

The "New Standard" holds significant importance for advancing the development of international Chinese language education. It plays a crucial role in the professional development of international Chinese language teachers, the enhancement of teaching quality, and the establishment of a certification system for international Chinese language teacher competencies. However, the implementation and application of the "New Standard," particularly regarding the certification of teachers' professional abilities, necessitate careful management. We recommend the following:

1) Adaptation to Different Countries' Needs: The "New Standard" may require customization to meet the diverse requirements of various countries, taking into account specific circumstances.

2) Flexibility in Addressing Learning Differences: It is essential to consider and accommodate the needs of different learners flexibly, ensuring that teachers' professional abilities align with the characteristics of the learners.

3) Establishment of a Scientific Certification System: The creation of a certification system should avoid simplistic "copy-paste" approaches. Scholars and relevant institutions should continue to research and develop scientifically sound assessment scales. These should be verified for reliability and effectiveness through practical application, and further evaluation criteria should be established to assess teachers' teaching abilities. Differences in the perception and evaluation criteria of teaching abilities across various countries and regions may exist, requiring additional research and exploration to ensure the scientific validity and fairness of certification standards.

In today's 21st century, language and cultural competition have become reflections of national soft power, and the concept of "language power" has been raised to a strategic national level. With the ongoing strengthening of China's overall national strength and its growing influence in international affairs, China has offered Chinese wisdom and solutions to address significant global challenges and to lead changes in the international order and system.

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